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ABSTRACT

Articles on second language education include: "Foreign Languages in Schools" (Madelyn Holmes), an overview of the benefits of language instruction in elementary and secondary education; "Japanese across the Miles" (Elizabeth Reiken), describing a high school distance learning program in Japanese; "Teaching Spanish as a Community Service" (Rita A. Oleksak), about a program in which eighth-grade students improve community relations by teaching Spanish to kindergartners at a neighboring school; "Metamorphosis" (Stephanie Soper), which describes a German teacher's discovery that his teaching style provided a framework for development of instructional standards for language teaching; and "Collaborating with Standards in Classrooms" (June K. Phillips), sketches of classroom situations in which national standards are being implemented. Professional and organizational notes are also included in this issue. (MSE)

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Vol. 41, No. 10 June 1997

BASIC EDUCATION

A Monthly Forum For Analysis & Comment

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TEACHING FOREIGN LANGUAGES

Distance Learning of Japanese

Implementing Standards

Middle School Students Teach Spanish

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FOREIGN LANGUAGES IN SCHOOLS

In the 1990s we constantly hear about the global economy, and, as an education organization, we often talk about world-class standards and preparing students to participate in the world of the twenty-first century. In that world, people speak 6,619 languages. Even though English has become an international lingua franca, U.S. students are realizing that knowing a second language can enrich their lives economically, culturally, and personally.

The American Council on the Teaching of Foreign Languages, in its most recent report, presents some encouraging data. "Looking at the high school level alone, just over five million students, 42.2 percent, were studying a foreign language in 1994, an increase of 3.8 percent over 1990. The upward trend continues at the junior high school level as well, where 16.2 percent of students are enrolled in language study, compared with 14.2 percent in 1990."

Spanish is far and away the most popular foreign language taught in U.S. schools, followed by French, German, and Latin. Smaller numbers study Italian and Russian, and growing numbers are studying Japanese and Chinese.

Recent research has pointed to the benefits of teaching children a second language at a young age, and elementary schools have been trying a variety of approaches to early language learning. In 1974, Montgomery County, Maryland, started the first French immersion program in the country, and in 1996, it launched an immersion program in Mandarin Chinese at Potomac Elementary School. Immersion can mean different things to different schools. In some places, partial immersion programs teach children math and science in a foreign language, and reading, writing, and social studies in English. In some total immersion programs, however, schools do not teach English until grade two, and the children learn to read first in a foreign language.

In this issue, we include articles on the teaching of Japanese, Spanish, and German. Recently, educators have released national standards for foreign languages and our final article describes the standards as well as initial attempts at their implementation in the classroom.

—MH

Japanese Across the Miles

by Elizabeth Rieken

"Students have been asking to take Japanese, and I'd love to offer it at my school, but we can't find a teacher in our area, and we wouldn't have enough students to be able to offer a full-time position so a qualified instructor would move here." This high school principal's comment expresses the dilemma of Japanese language teaching in many locations in the United States. Interest in learning this important world language is high, but finding an experienced, qualified teacher of Japanese for the high school setting is no easy task.

Fortunately, distance learning technologies can make the learning of Japanese accessible to students in any school. One example of such a program that is producing positive results is Irasshai, which means "welcome" in Japanese. It is a distance learning series in Japanese language and culture, offered in two levels, produced by Georgia Public Broadcasting in Atlanta.

Distance learning programs in foreign languages have been around for awhile, but Georgia Public Broadcasting's approach is different from that of many previous types of programs. In fact, Irasshai might be considered part of the next generation of distance learning programs in its use of advanced multimedia.

Distance learning technologies can make the learning of Japanese accessible to students in any school.

"The typical image that people have of distance learning," says Tim Cook, instructor (or *sensei*) for Irasshai, "is a person standing in front of a curtain and broadcasting live to a few or perhaps many locations at the same time. We're doing something entirely different. We're using television to do what it does best—to provide an engaging, lively visual image. The video lessons are not live broadcasts; instead they are professionally produced and edited programs of the quality you'd expect to see

on public television stations. Schools can receive them over satellite or on videotape. We use the telephone to provide lots of interactive practice in listening and speaking, and our Internet site reinforces and enriches the entire curriculum."

A solid, well-planned curriculum is central to any successful instructional program. Irasshai's curriculum is designed by a team of Japanese experts who are also classroom practitioners and is based on the Proficiency Guidelines of the American Council on the Teaching of Foreign Languages and incorporates recommendations from the Standards for Foreign Language Learning. The curriculum emphasizes Japanese for communication, both oral and written, and paces instruction in a way that students can absorb the information and apply it to real situations.

As in any classroom setting, the expertise of the teacher makes the difference. Cook, an experienced distance-learning instructor, brings a strong background in language pedagogy to the program, and his unique sense of humor keeps the students looking forward to the next lesson. Students consistently name Tim-sensei, as he is called by his students, one of their favorite parts of the course.

As in any classroom setting, the expertise of the teacher makes the difference.

The video lessons (more like a "video text," one might say) form the basis of instruction. They are supplemented by a printed text that further explains what Cook has presented. It provides activities that require students to interact with each other—to practice what they've seen in the video lessons.

As Cook explains, "You learn to talk by talking," so the course provides students ample opportunity for conversational practice with Japanese speakers through audio interaction sessions. Twice each week for twenty minutes each time, small groups of students talk with a native Japanese speaker by telephone. With a ratio of five students to one Japanese speaker, the amount of speaking and listening practice that each student receives during the forty minutes per week of telephone time compares favorably with the amount of practice a traditional foreign language class with twenty-five or more students can provide.

With more schools obtaining access to the Internet, Irasshai's web site is proving to be a valuable practice and enrichment opportunity for students. Developed by the Georgia Institute of Technology in partnership with Georgia Public Broadcasting, the ever-expanding site contains practice exercises (including audio) correlated to the curriculum. In addition, it

includes extensive links to other sites about Japan, a look behind the scenes at the production of Irasshai, a "virtual yearbook" featuring schools from around the country enrolled in the course, and discussion groups that allow students and teachers to talk to each other and to Tim-sensei. Although some parts of the web site are password-protected and accessible only to those enrolled in the program, many others can be viewed by anyone.

All teachers know that students quickly notice if tests don't assess what the instructor says is important. The designers of Irasshai have chosen to assess students' listening and speaking skills continually during the twice-weekly telephone sessions. Written assessment focuses on students' ability to produce meaningful text about real topics. The written assessments also monitor students' developing grasp of the writing systems, which are challenging for many learners. Anyone learning a new language will make many mistakes along the way—mistakes are expected! Instead of revealing what students don't know (i.e., what blanks they can't fill in or what words they've forgotten), assessments in Irasshai allow students to demonstrate what they can do with the language.

The team behind Irasshai wants students and facilitators to enjoy the experience of learning Japanese language and culture. Learners will benefit most if their interest remains high and they continue their study in the future. As one student put it, "Everyone told me that Japanese is a difficult language to learn, but this program makes it very easy. *Doomo arigato gozaimasu*." (Thank you!)

Since Cook can be in the classroom only through the video medium, each class of students also has a member of the school's faculty who serves as facilitator at the site. Most of the facilitators do not know Japanese when they begin, but they learn the language along with their students and can earn college or local staff development credit.

New technologies can remove barriers to learning opportunities caused by the miles between qualified instructors and students. A carefully designed and well-implemented distance learning program provides all students with the chance to study languages previously unavailable to them—an important part of any student's preparation for life in the 21st century.

Elizabeth Rieken is director of administration for Irasshai, a production of Georgia Public Broadcasting. For more information, contact www.ceismc.gatech.edu/irasshai.

TEACHING SPANISH AS A COMMUNITY SERVICE

by Rita A. Oleksak

No one would have believed it, not even me. But my eighth-graders rose to the occasion and became true big sisters and brothers for kindergartners at a neighboring elementary school. They took their responsibility seriously, teaching a unit in basic Spanish, and when each lesson had ended, they would flock back to my classroom to retell the day's events. "Hey Miss, Luke hugged me today!" Each group had a story to tell and I delighted in listening to each one compare notes!

Several springs ago, some Kennedy Middle School students in Springfield, Massachusetts were making a less than favorable impression on local neighbors. Problems were occurring before and after school, as well as during the school day when students skipped classes. The Kennedy School principal, along with the newly formed school-centered decision-making team, felt that action needed to be taken in the community. Thus the Good Neighbor Policy began. After collaborating with the kindergarten teacher at the neighboring elementary school, we agreed that the Kennedy students would work to establish a positive rapport with the kindergartners. We would send projects and cultural activities throughout the year, and the following spring, Kennedy students would present a month-long, basic Spanish unit to the young participants.

The following fall I received a mini-grant to develop a Community Service Learning project. I selected my Spanish 1 eighth-grade class to be part of this project. Besides being hard workers, these students could empathize as Spanish second-language learners with children whom they would be teaching. These twenty-nine ethnically and economically diverse students were also selected in light of their ability to rise to the occasion, take initiatives, and share in the responsibility for which this project would call. I then went to my students with the proposal. Much to my surprise, they were ecstatic with the thought of

doing something so different. They also seemed to appreciate the opportunity to show that they could handle the responsibility. The class not only accepted the challenge of the project but they worked hard to develop interesting, age-appropriate activities for the kindergartners.

Students had limited class time to prepare what they would teach in their particular lesson. I offered before and after school time to continue this process. Many students worked collaboratively. In class, we came to a consensus on the order of presentation, so that reinforcement of vocabulary could occur naturally in the progression of the unit.

After the topic was selected, the groups designed a handout or two to accompany each lesson. Simplicity was the key word. The goal was to edit student ideas and simplify drawings in order to create blackline masters. These activities served as a culminating project, and a later reminder, of the day's vocabulary lesson for the middle school students.

The props were a great vocabulary reinforcer.

Students were responsible for reporting back to our class after each lesson was completed. All students maintained a journal and were asked to comment, share, and question steps taken in the project. I told students that I would grade the fact that they kept a journal, but I would not grade the contents.

Over the period of a month, groups of students visited the partner elementary school two afternoons per week. The first group taught greetings and farewells. The kindergartners practiced by pretending to leave and enter the classroom, practicing their new expressions. As a culminating activity, the children traced their hands and wrote *hola* and *adios* on their tracings. The second group taught eight basic colors. Colored stacking cubes were used to introduce the vocabulary, and colored construction paper was used to practice the new words. The group designed a rainbow, which served as a reminder to the children, and a big crayon which they colored with their favorite color.

Week two started with a lesson on fruits and vegetables. Four fruits and four vegetables were selected to represent the colors previously introduced. Students used play food and cardboard cut-outs to drill the vocabulary. Two handouts were given, on which the children circled their favorite fruit or vegetable on the list. A subsequent lesson focused on spring sports. The students brought in the actual equipment and representations of the sports that they were teaching were mounted on cardboard. The props were a great vocabulary reinforcer.

During week three, groups visited the school to teach the days of the week and a couple of months of the year. The children were asked to determine on which days a particular event took place. The final lesson centered around the four seasons, using an age-appropriate weather chart. Items, such as umbrellas, scarves, sunglasses, and a jacket were used to represent the various seasons.

As the reader can see, each lesson built on the previous one. Kennedy students knew that they had to recycle the vocabulary as often as possible, wherever appropriate. In order to have a system of checks and balances, the kindergarten teacher signed my students' passes before they returned to Kennedy Middle School. The students checked in with me before going to their next class, and they took this small bit of independence very seriously.

One project that was a big hit with the little children was decorating* esqueletos *(skeletons).

I asked my students for ideas about the kinds of activities that we could share with the kindergarten students. Among the mini-projects suggested, they participated in making Spanish birthday posters, creating *bailando corazones* (dancing hearts) for Valentine's Day, and designing holiday greeting cards in Spanish. One project that was a big hit with the little children was decorating *esqueletos* (skeletons) in commemoration of the Day of the Dead. The Kennedy students taught them how to create caricatures in the style of the Mexican artist, Jose Guadalupe Posada.

The foreign language project was an overwhelming success. Students used the language both within and beyond the school setting. Presenting information about the language and culture to the young students really helped the middle school students to internalize key concepts and vocabulary. I don't know if it was the cute kindergartners or just the thought of doing something different, the ability to purchase a few new materials, or the celebration picnic, which lured my students into their enthusiastic participation. The project turned into one of those special times which makes teaching especially rewarding.

Rita A. Oleksak is a world language resource teacher in the Springfield, MA Public Schools.

METAMORPHOSIS

By Stephanie Soper

This is a story of transformation. It tells of a man who thought he was doing one thing and discovered that he could do something else even better. This man is a teacher who served on the task force that developed the national voluntary standards for foreign language education. As he began the process of developing those standards, he thought he had a good idea of what standards meant in the classroom, and he thought his own classrooms reflected that knowledge. He thought that for a while into the project, and then he began to realize that his idea of a standards-based classroom had been changing, and his teaching had changed, too. Of course, when the teaching changed, so did the students' learning. He was now doing something else, and it was even better.

This happened to Thomas Keith Cothrun, who teaches German at Las Cruces High School in Las Cruces, New Mexico. Some of Cothrun's classes prepare students for the Advanced Placement examinations, so he's accustomed to setting high expectations. Although the goals of his teaching haven't changed since he first began consciously using standards to guide his work, his approach to reaching those goals was influenced by the long hours on the standards task force discussing what students should know and be able to do as a result of foreign language study. The national standards which emerged from those discussions are organized around five Cs: *communication*, *cultures*, *connections*, *comparisons*, and *communities*. These standards are now an explicit part of Cothrun's instruction and all his students' learning. On the first day of class last fall, he sent a copy of the standards home with each and every student and explained that the standards framed what he and the students were going to be working on over the course of the year.

Cothrun now tends to think almost automatically in terms of Cs when planning and "executing" lessons: "I recently wrote the narration for a new promotional film for the German American Partnership Program, which featured my students and their German exchange partners in Las Cruces and in Germany. At the film's 'premiere' at a web workshop, Helene

Zimmer-Loew [executive director of the American Association of Teachers of German; Cothrun is president] made the observation that the five Cs were prominently stated throughout the film—something I honestly hadn't done intentionally."

He went on to explain that one of the greatest changes he has noticed in his teaching, particularly in dealing with written texts, is the type of questions that he asks. "The questions go far beyond simple comprehension items; they're more probing and get to the heart of the cultural context that frames the story. The new cultural framework [from the national standards] of 'perspectives, products and practices' has led students to begin to ask why Germans might do things the way they do, as well as who these people are that we label 'German,' 'Austrian,' and 'Swiss.' After viewing a short film in class recently, I asked two students what they had seen and heard which put the interactions on screen in a German cultural context as opposed to an American or Southwestern U.S. cultural context. They were able to go beyond the obvious. Speaking in German only, they observed that the girl's mother in the film had been unsure of the form of address to use with her daughter's new boyfriend. They found the ambiguity depicted in the situation somewhat comforting.

"My questions are more probing and get to the heart of the cultural context that frames the story."

"I tend to do much more comparing and contrasting with language and culture than I did in the past. What I notice is that when you ask students to make comparisons between their own cultural and linguistic items and the German, you support the students' very existence and previous knowledge, even if they are unaware of this knowledge.

"My teaching tends to involve interdisciplinary study much more than it did in the past, and I also tend to send students out to find information to bring back to class. Recently, I asked students what German had to do with Cinco de Mayo. It forced them to find out something about the historic events associated with Cinco de Mayo, which is celebrated yearly in our school and community. They tried to find a connection to German—which most of them interpreted as Germany and not the German-speaking world of Austria and the Habsburgs."

Though grammar and structure continue to be taught in Cothrun's classroom, they are "aids to enhanced communication and not the focus of classroom instruction—they are viewed as a tool in the box along with others, including

vocabulary, knowledge of the world around us (other disciplines), and cultural context."

Towards the end of the national standards project, Tom Welch, a colleague of Cothrun's on the task force, wrote for his students a description of his standards-based French course that they were about to begin. The epigram to the course description was *Celui qui parle deux langues vaut deux* (One who speaks two languages is worth two people)! Under the heading "WHO WORKS?" he wrote, "I once heard that high school was a place where kids go to watch adults work. This class will not fit that description. We will be doing the work together in this class. I'll let you know exactly what's happening in every way, and I'll be learning with you. I could say the same thing if this were an English class, and we were all native English speakers. When people stop learning, they stagnate."

Keith Cothrun—and countless other teachers of mathematics, science, history, the arts, and other areas for which there are now high standards—have taken that message to heart, to the benefit of all our students.

Stephanie Soper is a senior policy analyst for CBE.

COLLABORATING WITH STANDARDS IN CLASSROOMS

by June K. Phillips

Peggy Reardon in Sleepy Hollow, New York welcomes the new standards for language learning and wonders how she might help her seventh-grade students of Spanish meet the *communities* goals. She doesn't want to wake up in a hundred years like Rip Van Winkle and find that she and her students have missed the standards of the previous century. As a teacher who actively participates in professional development, Peggy remembers how stimulating it had been to work during a previous summer with Mari Haas, a teacher-educator at Teachers College, Columbia University. An additional impetus to collaborate with Mari came from an initiative of the Northeast Conference on the Teaching of Foreign Languages which was seeking to identify classroom research projects as the topic of its annual conference. During the next semester, Peggy and Mari worked together defining several community-oriented projects for middle school students.

Hudson Valley students and their peers in Padre las Casas, Chile corresponded by e-mail, connecting their communities by exchanging chatter and cultural information. Chilean students created an *arpillera*, a picture in cloth of their community, which was exchanged for a paper collage depicting the community of Sleepy Hollow, as seen by its students. As a final activity, the U.S. youngsters took a delicious field trip to a Chilean baker in the neighborhood, where their Spanish knowledge brought them tasty rewards. The collaboration by a teacher-educator and a classroom teacher paid big dividends for students trying to achieve higher standards in language education.

A renewed vigor permeates the profession as it has established, and now seeks to implement, standards for learning the world's languages. These national standards challenge students and teachers to carry us into the 21st century. Standards-setting takes place at many levels. Standards represent goals determined through a three-year professional dialogue, and if

espoused, are accepted voluntarily. While the national standards were released to the public in November, 1995, numerous states were and are still in various stages of standards design, and classroom teachers are considering how standards relate to their programs today and into the future.

The national standards link together five large goal areas, the Five Cs of language education: *communication* in languages other than English; *cultures*, the acquisition of perspectives of other cultures; *connections* with other disciplines; *comparisons* with one's own language and culture; *communities* and the use of new languages at home and abroad. Eleven standards were specified in these goal areas. States currently working on standards have drawn heavily from the national standards and have taken them to a next level of specificity in terms of student outcomes and sometimes assessments.

The standards framework does not prescribe an instructional approach or methodology. Instead, it reflects more broadly conceived purposes and objectives for language study for all the nation's students. It advocates that students should have opportunities to begin their study in early grades and to have extended sequences available to them. This is in contrast to present practice, where the model of two years of high school language study remains the norm. The movement toward welcoming all students into our classrooms, articulating among elementary, middle, and high school students not to mention the transition to higher education, and preparing to teach advanced learners will be cumbersome, challenging, and most importantly rewarding.

Students should have opportunities to begin their study in early grades and to have extended sequences available to them.

A book published by the 1997 Northeast Conference on the Teaching of Foreign Languages, entitled *Collaborations: Meeting New Goals, New Realities*, reports on Peggy Reardon's students as well as those in other classes around the country. The case studies present examples of how in the era ahead questions must be posed, expertise must be shared, problems must be solved and experiments must be tried. This group of collaborative action research projects is only a beginning in a long effort to change the face of foreign language instruction for students. Before that can happen, teachers have to read the research and seek to understand it, analyze present practices, revise approaches and ways of thinking. In this new book, the voices of teachers and their students are heard as they experiment

with approaches for infusing classrooms with standards-based curricula.

Philomena Cumo-Johanssen, confronting the element of change in her conduct of a class, reflected on her experience, which used a "guided whole-language approach" to teaching high school French in a suburb of Pittsburgh. She said, "I resisted the thought of change in my classroom after twenty years of relative success with grammar-driven lessons. My students, however, found native speakers to be practically incomprehensible." By the end of the experiment, Ms. Cumo-Johanssen delighted in remarking that "I wasn't ready for the overwhelming acceptance of this change on the part of my students and the remarkable increase in their eagerness and their ability to sustain interpersonal communication, even with native speakers."

At one time students were selected to study foreign languages, and they were chosen frequently on the basis of their performances in language arts programs. The new standards, in contrast, are written with the intent that all students should be invited to learn another language, and with appropriate instruction, can do so successfully.

A class of young African-American males, identified as high-risk students, eagerly took up learning Arabic language and culture.

Mark Anthony English, a graduate student at the University of Texas in Austin, created a middle-school exploratory language course for a group of young people who had never had the opportunity to study another language. A class of young African-American males, identified as high-risk students, eagerly took up learning Arabic language and culture. The project targeted the standards goal of *comparisons*, as the teacher/researcher looked for evidence of the impact of learning a second language or culture on the first. The journals students kept illustrate that these young people did find success; they took pride in their learning and recognized their own ability to work with new codes and practices. One student wrote: "The class was a little hard because of the lettering and the writing. The lesson was fun and interesting but I am going to need practice." Another student testified that "I had a wonderful day. I'm starting to know Arabic. I can barely speak Arabic but that's better than nothing."

Ninth-grade students in third-year Spanish in Frederick County, Maryland, were challenged to do some deep thinking on current issues, as they studied the topic of immigration as part of a cultural unit in Spanish class. Students watched a film and video in Spanish that showed the various reasons immigrants leave their countries of origin and their hopes for starting new lives elsewhere. They interviewed immigrants in their community, and speaking in Spanish only, they debated the topic of closed or open borders, using the new insights they had gained.

As a profession takes up the invitation to address the implementation of standards in classrooms and in curriculum design, the need for experimentation, reflection, and reform will be important. The case studies presented in the Northeast Conference Reports show the power of collaborations between researchers and classroom teachers; the pay-off in terms of enlightenment is heard in the voices of the students who rose to the challenge. The videotape that accompanies the book lets us see high school French students working their way through a story and discovering how grammar supports the message. We also see elementary schoolchildren in an immersion program talking about urban recreation areas in French. We watch high-schoolers debate the pros and cons of immigration policy in Spanish and middle school students eagerly sending and receiving Spanish e-mail messages. The video also shows young people tackling the task of learning Arabic, a language vastly different from their own. The visual and written texts demonstrate, beyond a doubt, the power of the standards in changing classroom learning in the decades ahead.

June K. Phillips is dean of the College of Arts & Humanities, Weber State University, Ogden, Utah.

The book Collaborations: Meeting New Goals, New Realities ***(Lincolnwood, IL: National Textbook Company) and the accompanying videotape are available from Northeast Conference on the Teaching of Foreign Languages, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896 or tel. 717-245-1977.***

By the Way. . .

From out of the blue, literally, CBE received a request from Nicolas Sablan, Mathematics Specialist for the Commonwealth of Northern Mariana Islands, to help create mathematics content and performance standards. Senior policy analyst for assessment, Linda Plattner, was delighted to go to Saipan, the capital city, to facilitate the process. The work went well and William Torres, The Commissioner of Education, would like CBE to help plan and deliver the inservice to teachers on the rest of the islands, as well as develop and implement an assessment system.

Since 1947, the United States has administered the Northern Mariana Islands, which are located in the Pacific 1500 miles south of Japan, under a trusteeship agreement with the UN. The school district is working hard to prepare students for life in the 21st century, which produces a fascinating mix of the old and new. Mr. Sonny Lim's third-grade class, for instance, is housed in a 20 by 20 foot, tin building with chicken wire for windows and no running water. And yet, Mr. Lim has brand new copies of *Mathland* texts, a progressive and highly-respected elementary series, and is wired to the hearing-aid of a hearing-impaired student.

—Linda Plattner

* * *

CBE has updated its Web site, http://c-b-e.org, in three ways. First, visitors can now learn more about CBE's standards projects at the national, state, and local levels. This section includes a description of CBE's available services, including review of content standards, on-site development of content standards, and alignment of assessments to content standards. Second, the Web site now presents an overview of one of CBE's newest projects. Schools Around the World: An International Study of Student Academic Work (SAW) aims to give educators, business leaders, policy makers, and parents a framework that defines what our children need to know and be able to do in order to have a "world-class education."

Finally, CBE has put several articles by CBE staff and other education writers on its web pages. New titles include: "Keeping the Eye on the Prize: Staying Focused on Education Reform" by Christopher T. Cross and Scott Joftus; "The Superintendent's Role in State Assessments" by Christopher T. Cross; and "A Standard Divided is No Standard At All" by Katherine J. Nolan.

The Bilingual Education Act requires public schools to provide programs to help children with limited English proficiency (LEP) develop competence in the language according to the *The Condition of Education*, a report prepared by the National Center for Education Statistics. Some schools provide bilingual education, which teaches students using their native language while they learn English; others provide intensive instruction in English as a second language (ESL); and some provide both. As the number of children with limited English proficiency has increased (from 1.25 million in 1979 to 2.44 million in 1995), so has the burden on school systems to recruit teachers with the skills necessary to teach these classes.

In the 1993-94 school year, 46 percent of all public schools had LEP students. In central city and urban fringe/large towns, about 60 percent of the schools had such students. In the southwestern United States, the states of California, New Mexico, Arizona, and Texas, reported that 75 percent or more schools had LEP students.

* * *

CBE has awarded 126 National Fellowships for Independent Study in the Humanities for this summer. Selected were teachers and librarians in grades K-12 and twelve fellowships were given to two-member teams. Fellowships were awarded to teachers in thirty-one states and the District of Columbia, and 44 percent were in urban schools, 32 percent in suburban schools, and 24 percent in rural schools. For six-weeks of study, the fellows receive a stipend of $2500.

Funding for the fellowship program is provided by the National Endowment for the Humanities, with additional support from the Esther A. and Joseph Klingenstein Fund, Inc. and the Dewitt Wallace-Reader's Digest Fund.

In addition, 21 elementary and secondary teachers of the arts from New York City have been selected as 1997 CBE-Time Warner Arts Fellows in a competitive fellowship program, funded by Time Warner, Inc. Teachers, who are awarded Time Warner Arts Fellowships, receive $2500 grants to pursue four to eight weeks of independent study to strengthen their knowledge and skills through individually-designed study plans.

—Scott Joftus

Council for Basic Education

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